

**Standards of Program Quality and Effectiveness,
Factors to Consider
and
Preconditions in the Evaluation of
Professional Teacher Preparation Programs for
Multiple and Single Subject Credentials**



**Commission on Teacher Credentialing
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State of California**

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Commission on Teacher Credentialing

State of California

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Foreword

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning each type of credential, including teaching credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance. If a state were to abandon its interest in the quality of professional preparation programs, it would implicitly suggest that competent performance does not depend on excellent preparation.

After a developmental process that took more than five years and involved more than one thousand professional educators, in November 1986 the Commission on Teacher Credentialing adopted the recommendations of the Commission staff on the redesign of the Commission's program approval and evaluation process. A complete description of the process of redesign can be found in the Commission document New Designs for Professional Preparation (October 1986).

This report contains the following: standards of program quality and effectiveness for Multiple and Single Subject Credential Programs, the factors that will be used as guides to judge whether a particular standard is met, and the preconditions established by State law or Commission policy that must be met as a prerequisite to program approval. The standards, factors, and preconditions have all been adopted by the Commission on Teacher Credentialing. The Commission is grateful to all of the members of the profession who participated in the development of these standards.

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Definitions of Key Terms

Standard

A "Standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Factors to Consider

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

Daily and Full-Time Student Teaching Responsibilities

In the Standards and Factors to Consider, the term "daily teaching responsibilities" refers to the extended period of time during student teaching when a candidate assumes primary responsibility for teaching one or more classes of students on consecutive school days. "Full-time teaching responsibilities" means that a student teacher assumes the range of academic responsibilities that the candidate's supervising teachers normally assume on a given day.

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The program has an organizational structure that forms a logical sequence among the instructional components of teacher education, such as subject matter preparation, pedagogical instruction, early field experiences, and student teaching, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff; between the education unit and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.

Rationale

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Administrators of the institutions support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institution has effective procedures to quickly resolve grievances and appeals by faculty, students and staff.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each program to fulfill the Standards in Categories I through V.

Rationale

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors to maintain an effective program.
- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4

Qualifications of Faculty

Qualified persons teach all courses and supervise all field experiences in each program of professional preparation.

Rationale

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program.
- Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.
- The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5

Faculty Evaluation and Development

The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.

Rationale

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.
- Faculty members use evaluations to improve instruction in the program, and have access to adequate resources for their professional development, including resources to support research, curriculum study and program development.
- The institution recognizes excellence as a teacher, supervisor, and/or advisor in appointing and promoting faculty members who serve in the program.
- The institution follows an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 6

Program Development and Evaluation

The institution operates a comprehensive, ongoing system of program development and evaluation that involves program participants and local practitioners, and that leads to substantive improvements in each program. The program provides opportunities for meaningful involvement by diverse community members in program development and evaluation decisions.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.
- The institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, field supervisors, the principals of training schools, cooperating teachers, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.
- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and schooling, and the identified needs of schools and districts in the local service region.
- The opportunities for involvement by persons who represent the diversity of the community in program development and evaluation that are meaningful and substantive.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category II

Admission and Student Services

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the program.

Rationale

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each cohort of candidates must be in the upper half of an appropriate comparison group on one or more indicators of academic achievement.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.
- The institution has defined carefully an appropriate comparison group, computed their median level of attainment on each academic achievement indicator, and attended to the attainments of each annual cohort of admitted candidates on each indicator.
- Each annual cohort of admitted candidates has consistently attained the median or higher (in the comparison population) on each selected indicator of academic achievement.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 8

Admission of Candidates: Preprofessional Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.

Rationale

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human character of teaching. Each prospective teacher must also bring appropriate personal characteristics and experiences to the program, so the program can build on human qualities that are essential for effective teaching.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple procedures for determining each applicant's personal qualities and preprofessional qualifications, for example, personal interviews with candidates and written evaluations of candidates' preprofessional experiences with children and youth.
- The program's admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to boys and girls from diverse ethnic, cultural and socio-economic backgrounds.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 9

Availability of Program Information

The program informs each candidate about (a) all requirements, standards and procedures that affect candidates' progress toward certification; and (b) all individuals, committees and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate is informed in writing, early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for teacher certification; and (4) specific standards and deadlines for making satisfactory progress in the program.
- Each candidate is informed in writing, early in the program, about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 10

Candidate Advisement and Placement

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development as the need arises, and to assist in their professional placement.

Rationale

Once an educational institution admits a candidate to a professional program, it has an obligation to provide for his or her academic, professional and personal development as the need arises.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.
- The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.
- Student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional or personal assistance. The program retains only those candidates who are suited to enter the teaching profession and who are likely to attain the Standards of Candidate Competence and Performance in Category V.

Rationale

An institution that prepares teachers has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to be teachers.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution provides special opportunities for students who need academic, professional or personal assistance, provides information to all candidates about these opportunities, consults with candidates about the nature of the necessary assistance, and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.
- The institution reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to be teachers and considers candidate appeals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category III

Curriculum

Standard 12

Preparation for Teaching Responsibilities

Prior to assuming daily student teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category V. The Program offers adequate opportunities to learn knowledge and skills that are pertinent to Standards 22 through 30 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

Rationale

Before candidates assume daily student teaching responsibilities, they must have adequate opportunities to learn knowledge and skills that underlie professional competence, so they can serve their students responsibly.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The required sequence of professional education courses and field experiences prior to daily student teaching responsibilities address all of the Standards of Competence and Performance in Category V, and include evaluation criteria that are directly related to knowledge and skills which candidates are expected to attain in the program.
- Each candidate is informed, at each phase of the program, of the level of expected mastery of (a) generic pedagogical knowledge and skills, (b) subject-specific knowledge and skills, and (c) skills for the teaching of oral, written, and nonverbal communication.
- The required sequence of professional education coursework utilizes and models effective techniques for teaching knowledge, concepts, skills and values.
- The professional coursework includes teaching strategies that promote equal learning opportunities in the classroom, including effective approaches to teaching students who are culturally, ethnically and socio-economically diverse.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 13

Development of Professional Perspectives

Prior to or during the program, each candidate studies essential themes, concepts and skills related to the subject(s) to be taught, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to fundamental issues, theories and research in education.

Rationale

To become fully professional, prospective teachers must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories and research.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates understanding of the scope and sequence of the curriculum in each subject area that he or she teaches.
- Each candidate's preparation includes intensive study of pedagogical approaches and materials for teaching the subject(s) to be authorized by his or her credential, such as state curriculum documents and the curricular recommendations of professional associations in education.
- Each candidate explores the works of major educational theorists, reviews research on effective teaching practices, and examines the use of those practices among students of differing gender, ethnicity, and handicapping conditions.
- Professional education coursework provides historical, legal, social, political and economic perspectives on the role of education and schools in society.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 14

Orientation to Human Development and Equity

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize children and adolescents during several periods of development. Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and instructional practices.

Rationale

To be well prepared to assume daily teaching responsibilities, candidates must be acquainted with common traits and individual differences because they will be licensed to teach students at several stages of development. Candidates also need to be familiar with instructional practices that promote equity among students of different ethnicity, gender, socioeconomic status, and handicapping conditions.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate explores perspectives on child and adolescent development, and demonstrates knowledge of the cognitive, physical, social and emotional characteristics of children and adolescent at different stages of development.
- Each candidate examines theories of human learning and cognition, and studies ways to identify students' preferred learning modes or styles.
- Each candidate studies classroom practices and instructional materials that promote educational equity, and ones that undermine equity among students of different ethnicity, gender, socio-economic status, and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 15

Preparation for Multicultural Education

Prior to or during the program, each candidate engages in multicultural study and experience, including study of second language acquisition and experience with successful approaches to the education of linguistically different students.

Rationale

California's population is multicultural and multilingual. Each public school teacher must be prepared effectively to educate students who are culturally and linguistically diverse.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The prerequisites for program admission and/or the required sequence of professional education courses includes consideration of cultural diversity, study and discussion of the historical and cultural traditions of the major cultural groups in California society, and examination of effective ways to include cultural traditions and community values in the instructional program of a classroom.
- Each candidate participates in a variety of culturally different schools and classrooms prior to or during enrollment in the program.
- Each candidate examines principles of second language acquisition, and learns to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English.
- Each candidate has an opportunity in the program to examine and evaluate his/her own attitudes towards people of different cultural and socio-economic groups.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category IV

Field Experiences

Standard 16

Collaboration with Local Educators

The institution collaborates with local school administrators and teachers in the selection of excellent training schools and supervising teachers, and in the placement of candidates in appropriate field settings.

Rationale

The selection of training schools and teachers, and the placement of candidates in schools and classrooms, strongly affect the quality and effectiveness of field experiences in a professional preparation program. Those selections and placements are most likely to be appropriate and valuable when they are made in the context of a cooperative relationship between the institution and local school administrators and teachers.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- An effective and ongoing system of communication and collaboration exists between the institution and local districts and school sites where candidates are placed for their field experiences.
- The institution, in consultation with local administrators and teachers, has clear, explicit criteria for the selection of schools, and seeks to place candidates in self-renewing schools in which the curriculum and the staff develop continually.
- The institution periodically reviews the suitability and quality of all field-placement sites, reviews each candidate's student teaching placement and assures that candidates are assigned or reassigned to appropriate supervising teachers.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 17

Field Experience Prior to Student Teaching

Before assuming daily student teaching responsibilities, each candidate in the program has one or more supervised field experiences that (a) relate to the candidate's professional goals, (b) provide opportunities to interrelate theories and practices, (c) prepare the candidate for daily teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties.

Rationale

Individualized field experiences enable candidates to comprehend the principles and practices presented in their courses, and enable the institution to determine when candidates are ready to begin daily supervised teaching.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate's supervised field experiences include a planned sequence of activities that illuminate and add meaning to the educational theories and pedagogical principles that are taught in the program coursework.
- Each candidate observes master teachers, has a variety of field experiences with different teaching arrangements in varied school settings, and receives prompt feedback and guided practice with the college supervisor and/or supervising teacher.
- Each candidate is assessed for his or her readiness to assume daily teaching responsibilities, and receives corrective instruction, when necessary, prior to assuming these responsibilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 18

Advancement to Daily Student Teaching Responsibilities

In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission, or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination.

Rationale

Daily teaching responsibilities should be assigned to qualified candidates who are professionally ready, proficient at basic academic skills, and knowledgeable about the subject(s) to be taught.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic process of documentation that verifies that each candidate has met all requirements for advancement to daily teaching responsibilities.
- Each candidate's readiness for advancement to daily teaching responsibilities is verified by the institutional supervisor and classroom teacher who observed his or her field experiences, and by the academic department in the subject which the candidate is to teach.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 19

Qualifications and Recognition of Supervising Teachers

Each classroom teacher who supervises one or more student teachers is (a) certified and experienced in teaching the subject(s) of the class; (b) trained in supervision and oriented to the supervisory role; and (c) appropriately evaluated, recognized and rewarded by the institution.

Rationale

Supervising teachers are significant sources of professional training for credential candidates, so they must be well qualified, oriented, trained and recognized.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Teachers who supervise candidates' field experiences have had academic preparation and successful experience in teaching appropriate curriculum subject(s) and student age groups, and has remained current with changes in the profession and the student population.
- Each supervising teacher demonstrates skills in observation and coaching techniques and in ways of fostering learning in adults successfully.
- The institution recognizes and rewards supervising teachers for their services, through incentives such as tuition credits, conference attendance allowances, or instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 20

Guidance, Assistance and Feedback

Throughout the course of student teaching, each candidate's performance is guided, assisted and evaluated in relation to each Standard in Category V by at least one supervising teacher and at least one institutional supervisor, who provide complete, accurate and timely feedback to the candidate.

Rationale

Candidates can reasonably be expected to attain competence only if their performances are guided, assisted and evaluated in relation to standards of competence, and only if they receive complete, accurate and timely information about their progress toward competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Guidance, assistance, and feedback encompass all of the Standards in Category V, and occur when each candidate's needs arise throughout student teaching.
- The support and assessment of each candidate is coordinated effectively between the candidate's supervising teacher(s) and institutional supervisor(s).
- The information given to each student teacher about his or her performance accurately and fully describes the candidate's strengths and weaknesses and provides constructive suggestions for improvement.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Readiness for Diverse Responsibilities

Each candidate teaches students of diverse ages and abilities, and assumes other responsibilities of full-time teachers. The program provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom.

Rationale

Most holders of Multiple Subjects Credentials teach in kindergarten and grades one through six. Most holders of Single Subject Credentials teach in grades seven through twelve. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age or ability level. Furthermore, each candidate must be prepared for the rigors of full-time teaching in the public schools.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate teaches students at two or more broad levels of schooling (such as Grades K-3, 4-6, 7-9 and 10-12), OR teaches students at two or more ability levels (such as remedial and college preparatory classes), OR teaches one or more classes from the beginning to the end of a school semester.
- The program presents a description of the field experience options that are available and how these options correspond to the organizational structure and curriculum of the program.
- Each candidate effectively fulfills the typical responsibilities of teachers through a graduated series of experiences, such as preparing for class, keeping accurate records of student work, attending faculty meetings, and meetings with parents.
- Each candidate completes interactive, supervised field experiences that include instruction of students in public schools.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category V

Candidate Competence and Performance

Implementation Plan for the Standards in Category V

The Standards in Category V (on the following pages) define the levels of pedagogical competence and performance that the Commission expects candidates to attain as a condition for earning credentials as teachers. The Commission expects institutions to verify each candidate's attainment of the Standards in Category V prior to recommending the candidate for a teaching credential. The care with which institutions fulfill this expectation is the subject of Standard 32.

The Commission expects program evaluation teams to determine whether programs satisfy Standard 32 on the basis of all available information. The institutions of higher education should document how it verifies the competence of each candidate for Standards 22 through 31 in Standard 32.

The Commission does not expect program evaluation teams to determine independently whether every candidate that has been recommended for certification has achieved Standards 22 through 31. The teams are expected to collect information about the attainment of each Competence and Performance Standard by a sample of recent graduates and supervisors. To compile this information, teams will interview supervising teachers, institutional supervisors, recent graduates of programs, and the employers and supervisors of recent graduates. To reach a consensus on whether a program satisfies a Category V Standard, the team must consider all of the available evidence regarding the extent to which the sample of recent graduates did, in fact, realize that Competence and Performance Standard prior to being recommended for credentials. The team will also consider the available information related to Standard 32, but should determine the program's quality in relation to Standards 22 through 31 independently of its judgment regarding Standard 32.

All aspects of this implementation plan for the Standards in Category V were adopted by the Commission on November 7, 1986, when the Commission also adopted the five Categories of Standards.

Category V

Candidate Competence and Performance

Standard 22

Student Rapport and Classroom Environment

Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning and equity, and that fosters mutual respect among the persons in a class.

Rationale

To realize their educational goals and potential, children and adolescents must feel respected in the school environment. Each prospective teacher must, therefore, learn to establish and maintain respectful relationships with students, and a classroom environment that fosters learning and respect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication (e.g. eye contact, physical proximity, and physical contact).
- Each candidate establishes a productive learning environment that includes clearly-stated expectations regarding student conduct.
- Each candidate communicates and interacts respectfully with all students in a class, and reinforces respectful interactions among the students in the class.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 23

Curricular and Instructional Planning Skills

Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other.

Rationale

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not; prospective teachers must, therefore, acquire instructional planning skills.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate writes several clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials and assessment plans are coordinated and consistent with each other.
- Each candidate plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Diverse and Appropriate Teaching

Each candidate prepares and uses instructional strategies, activities and materials that are appropriate for students with diverse needs, interests and learning styles.

Rationale

A teacher's strategies, techniques and materials should facilitate students' efforts to learn the subjects of instruction.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate plans and uses instructional strategies, activities and materials that build on student's prior learnings.
- Each candidate selects and uses instructional strategies, activities and materials that appeal to and challenge the diverse interests of the students in a class.
- Each candidate prepares and uses strategies, activities and materials that exploit several appropriate styles of learning, such as oral, written, pictorial, figural and tactile styles.
- Each candidate utilizes strategies, techniques, and materials that are free of bias and that foster learning among diverse students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 25

Student Motivation, Involvement and Conduct

Each candidate motivates and sustains student interest, involvement and appropriate conduct equitably during a variety of class activities.

Rationale

Student motivation, involvement and appropriate conduct are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students' interest and involvement in varied activities, while maintaining appropriate student conduct.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate motivates student interests in several ways, such as the selection of stimulating classroom activities and the appropriate use of reinforcement and feedback.
- Each candidate encourages all students to excel and promotes involvement by students from different gender and ethnic groups, and with different handicapping conditions, in all classroom activities.
- Each candidate manages and responds to student conduct effectively in a variety of classroom activities, including individual, small-group and whole-class activities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 26

Presentation Skills

Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students.

Rationale

If a candidate's future students are to have adequate opportunities to learn, he or she must be able to communicate clearly and meaningfully the material they are to learn.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate uses oral and written language that students understand.
- Each candidate demonstrates an understanding of language development (oral, reading and written), and adjusts the complexity of his or her language to the linguistic abilities of the students in a class.
- Supervising teachers and institutional supervisors have judged each candidate's oral, written and non-verbal communications to be clear, concise and coherent.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 27

Student Diagnosis, Achievement and Evaluation

Each candidate identifies students' prior attainments, achieves significant instructional objectives, and evaluates the achievements of the students in a class.

Rationale

Teachers must identify the needs of students in order to guide their learning and plan instruction in a class. Verification of a candidate's pedagogical skills, as reflected in Standards 22 through 26, must also be supplemented by evidence that he or she has successfully led the students in a class to attain instructional objectives, and that he or she has evaluated their achievements as a basis for further instructional planning.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate sets achievement criteria and communicates them clearly to his or her students and their parents.
- Each candidate uses appropriate ways to ascertain students' prior attainments related to the subject(s) that he or she is to teach.
- Each candidate demonstrates that the students in a class have learned one or more significant skills, ideas, values or topics as a result of his or her teaching.
- Each candidate uses formal and informal methods to assess students' achievements, and is aware of the appropriate uses and limitations of assessment instruments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 28

Cognitive Outcomes of Teaching

Each candidate improves the ability of students in a class to evaluate information, think analytically, and reach sound conclusions.

Rationale

Thinking abilities are essential for effective citizenship, occupational success, personal fulfillment, and success in school. They cut across the school curriculum; teachers of all subjects and grade levels must be able to foster students' thinking skills.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate effectively teaches the students in a class to evaluate and analyze a portion of the content that the students learn in the class.
- Each candidate generates evidence that the critical thinking skills and/or problem solving abilities of the students in a class have improved as a result of his or her teaching.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 29

Affective Outcomes of Teaching

Each candidate fosters positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners.

Rationale

Community welfare depends partly on individual attitudes, for which schooling is partly responsible. Prospective teachers must be able to foster positive attitudes in students.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate seeks to motivate students' sense of purpose or importance regarding the instructional content of a class.
- Each candidate provides for and encourages independent learning experiences.
- Each candidate encourages positive interaction among students and provides an environment and activity that promotes self-esteem among students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 30

Capacity to Teach Diverse Students

Each candidate demonstrates compatibility with, and ability to teach students who are different from the candidate. The differences between students and the candidate should include ethnic, cultural, gender, linguistic and socio-economic differences.

Rationale

A California teaching credential authorizes a person to teach in any public school throughout a state that is ethnically, culturally, linguistically and socio-economically diverse. A teacher whose preparation occurs exclusively among pupils who are similar to the teacher is not well prepared to teach in California.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate fulfills Standards 22 through 29 while teaching students who are different from the candidate in ethnicity, culture, gender, language background and socio-economic background.
- Each candidate exhibits understanding, appreciation and sensitivity toward the cultural heritage, community values and individual aspirations of the diverse students in a class.
- Each candidate encourages respect for human diversity through planned lessons and through personal interaction with students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 31

Professional Obligations

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.

Rationale

Teachers have obligations as members of a profession and a school community. To develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.
- Each candidate communicates effectively with administrators, teachers and parents, and participates in school meetings, parent conferences and other aspects of school life.
- Each candidate grows as a new teacher by assessing his or her own progress, accepting professional advice and considering constructive criticism.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 32

Determination of Candidate Competence

Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category V. The institution determines that each candidate has attained Standards 22 through 30 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence. Such determinations must be made with regard to the teaching of authorized subjects and the teaching of communication skills, because public school students will eventually depend on candidates to teach both of these effectively.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic summative assessment by at least one supervising teacher and one institutional supervisor of each student teacher's performance that encompasses the Standards in Category V, and that is based on documented procedures or instruments that are clear, fair and effective.
- The institution documents each candidate's attainment of Standards 22 through 30 as they relate to the teaching of subjects to be authorized by the credential and communication skills, including reading.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

This addendum replaces the Preconditions Section of the *Standards of Program Quality and Effectiveness, Factors to Consider and Preconditions in the Evaluation of Professional Teacher Preparation Programs for Multiple and Single Subject Credentials*.

(March 1, 1995)

Preconditions for the Approval of Teacher Education Programs for Multiple and Single Subject Credentials

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's *eligibility*. The actual *approval* or *accreditation* of programs, schools or institutions is based upon standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as limitations on the length of a professional preparation program; and (2) those established by Commission policy such as the requirement that the sponsoring institution be accredited by the Western Association of Schools and Colleges (WASC). The preconditions were adopted by the Commission in November 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, others will require a detailed and thorough response. For example, a response to precondition 10 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule showing when each will be expected to carry out this responsibility.

Several preconditions have been changed as a result of the Senate Bill 1422 (Chapter 1245 of the Statutes of 1992). Three preconditions were eliminated, others were revised, and the statutory authority references were changed to reflect current law. The Preconditions have been placed in a different order than in prior documents. Preconditions established by the Commission under its general statutory authority are listed first. They are followed by the Preconditions that are established by specific sections of the Education Code. The latter are designated as Interim Preconditions, to indicate that they may change again if state laws are amended as a result of the Commission's SB1422 study.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) Accreditation and Academic Credit.** To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.

- (2) **Personnel Decisions.** To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (3) **Demonstration of Need.** To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (4) **Practitioner's Participation in Program Design.** To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (5) **Commission Assurances.** To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission; and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (6) **Requests for Data.** To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Interim Preconditions Established by State Laws

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State laws. (Included with these Interim Preconditions are clarifications which may be helpful to institutions.)

- (7) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

Precondition 7 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates predominantly study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) foundations courses in which candidates predominantly study concepts, information or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers. *Reference: Education Code Section 44259 (a) and (b) (3).*

- (8) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Precondition 7) prior to allowing candidates to assume daily teaching responsibilities in elementary or secondary schools for credit toward satisfaction of the student teaching requirement. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Precondition (9). Precondition 8 applies to all aspects of professional preparation which the college or university requires prior to student teaching. *Reference: Education Code Section 44320 (a).*

Clarification of Interim Preconditions 7 and 8

Prerequisite Courses. Interim Preconditions 7 and 8 do not apply to prerequisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation, (2) do not fall within the definition of “professional preparation,” and (3) are open to enrollment by all undergraduate students (not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.

Individually Prescribed Courses. Interim Preconditions 7 and 8 do not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the Category V standards by completing the regular professional preparation program.

Elected Courses. Interim Preconditions 7 and 8 do not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Interim Preconditions 7 and 8 apply to courses that are selected by candidates from a required list of courses.

- (9) **English Language Skills.** In each program of professional preparation, the college or university requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language. *Reference: Education Code Section 44259 (b).*
- (10) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

Clarification of Interim Precondition 10

Legislative Intent. Interim Precondition 10 does not require passage of the CBEST for admission, only that the exam be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Out of State Applicants. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

- (11) **Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Precondition 7. *Reference: Education Code Section 44320 (a).*

Clarification of Interim Precondition 11

Interim Precondition 11 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

- (12) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320 (d).*
- (13) **Faculty Participation.** Each faculty member who regularly teaches one or more courses relating to instructional methods shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*